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ABSTRACT

In 1991 a conference of holistic educators produced "Education 2000: A Holistic Perspective," a statement of what education should be and an examination of holistic theory. This book expands that work with 59 articles exploring the principles of holistic education and describing holistic education programs. Holistic education calls for creating a sustainable, just, and peaceful society in harmony with the Earth and its life, and is based on the following assumptions: (1) education is a dynamic, open human relationship; (2) education cultivates a critical awareness of the many contexts of learners' lives--moral, cultural, ecological, economic, technological, and political; (3) all persons hold vast multifaceted potentials; (4) holistic thinking involves contextual, intuitive, creative, and physical ways of knowing; (5) learning is a lifelong process; (6) learning is both an inner process of self-discovery and a cooperative activity; (7) learning is active, self-motivated, and encouraging of the human spirit; and (8) a holistic curriculum is interdisciplinary, integrating both community and global perspectives. Ten chapters containing 59 articles cover the following educational principles: educating for human development; honoring students as individuals; the central role of experience; holistic education; new role of educators; freedom of choice; educating for a participatory democracy; educating for cultural diversity and global citizenship; educating for earth literacy; and the spirituality of education. Each chapter includes articles of personal and professional reflections, as well as articles describing a holistic approach to curriculum development. Appendices include the text of "Education 2000: A Holistic Perspective," references for each chapter, and sources of previously published contributions. (LP)